



Designing for Close Reading – Part III

RI.7.3.
Analyze the interactions between individuals, events and ideas in a text.

suggested
CONCEPTUAL UNDERSTANDING
from The Core Deconstructed

Writers provide coherence for readers through the interactions they create between individuals, events and ideas.

Sample **OBJECTIVE** Stem
"Critique the details of a well-structured text-based analysis"

Sample **OBJECTIVE** Stem
"Produce a generalization about the interaction between individuals, events and ideas"

Order of Learning

1. Help students understand the appropriate cognitive process
2. Provide visual instructions for executing the appropriate process
3. Allow students to practice using appropriate process with the content
4. Support students with executing the process
5. Allow students to visually present the results of the process
6. Ask students to reflect on the process to share their insights



Date:	Standard	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.		
Getting Ready to Learn	Conceptual Understanding (Frames the lesson)	Writers provide coherence for readers through the interactions they create between individuals, events and ideas.		
	Objective (Lesson Target)	Students will evaluate their generalization about the interconnections between <i>individuals, events and ideas</i> from analyzing Douglass' narrative using a rating scale.		
	Establish Relevance	Remind students of relevance from Parts I & II then ask, "When you first read the narrative, did it make much sense to you? What are you thoughts now? What helped to improve (or not) your understanding? We're going to revisit the generalizations to determine if they are always, mostly, sometimes or never true. Based on that, we can think about how to apply the concept of interactions in our own writing."		
Small Group Plan		Accommodations		
Assign partnerships. The co-teacher will work with the small group of XX students to support their Level 4 close reading approach to evaluate their generalization based on text.		Alternative Means of Representation	Alternative Means of Action and Expression	Alternative Means of Engagement
		UDL-Principle I	UDL-Principle II	UDL-Principle III
Activate Prior Knowledge	Student-led review: Recap the activities and reflections of Part I & Part II lessons. Ask a student to read the objective. Ask students what the objective means. Inform students that we are moving to Level 4 close reading to evaluate for reliability (yielding the same result.) We will do this over the next 3 days to answer: <i>To what extent is my generalization reliable?</i>	3.1 Activate or supply background knowledge		
Acquire Knowledge	Learning Activities (Use lesson design process that aligns with learning target)	2.1 Clarify vocabulary	4.2 Optimize access to tools and assistive technologies (for the small group with co-teacher)	7.1 Optimize individual choice and autonomy
Extend and Refine Knowledge	<ul style="list-style-type: none"> • Connect to content • Connect to practitioner • Connect across disciplines • Connect to self 	3.2 Highlight patterns, critical features, big ideas, and relationships	6.2 Support planning and strategy development	
Use Knowledge Meaningfully	<ol style="list-style-type: none"> 1. After defining reliability ask: "How many text analyses are necessary to say 'yes, this generalization is the same every time'?" Reliability will be based on accuracy and precision. (See Elder-Paul Intellectual Standards.) Give students a range from 3 to 5 and allow them to decide in their groups. 2. Teacher-led: have students to appoint ratings (ex. 0-not reliable; 1-somewhat reliable; 2-very reliable; 3-very reliable.) 3. Begin in class and continue for HW: read the voted on amount of texts (including Dubois) using Levels 1 & 3 learned in lessons I & II to conduct analysis and produce new generalizations about interactions for each text. 4. Circulate and coach students. Focus their attention on the Level 4 intellectual standards of accuracy and precision when necessary. 5. Day 2: begin to create generalizations for each piece of text and rate the original generalization based on new ones. Day 3: Present findings and engage in teacher-led discussion about similarities/differences among student generalizations. 6. Written response – Day 4 & HW: How do authors provide coherence through interaction between individuals, events and ideas? Use examples from all the texts you've read this week to justify your response. (RI.CCR.1 & 7; W.CCR.2.; L.CCR.1.) 			7.2 Optimize relevance, value, and authenticity
Closure	Review and Reflect on Learning	See # 6 above. Also ask students "How did you ensure coherence in your own writing? (Connect their responses back to the "Establish Relevance" in Parts I, II & III.)		
	Assess Learning	Provide rubric for peer scoring and feedback on the final day (Day 6).		
Reinforce or Prepare for Learning	Home Extension	See HW assignments above.		
	<ul style="list-style-type: none"> • Memorizing • Accuracy and Speed • Deepen understanding • Preparation 	Final connection from Part I index card: After analyzing Douglass and Dubois' thoughts, what contributed to their POV about former slaves' functions in society? Use the text (and the content of your analyses) to support your response.		

Note to Reader: See Part I & Part II lessons for complete unit.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: ASCD.
Paul, R. and Elder, L. (2008). *How to read a paragraph: The art of close reading.* Dillon Beach, CA: Critical Thinking Press.